



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Relationships & Sex Education Policy

Governors' Committee:	C&S Committee
Adopted by the Governing Body on:	July 2019
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	July 2021

## A. RATIONALE

This policy is a statement of the aims, principles and processes for Relationship and Sex Education (RSE) at Castle Newnham School. This document uses RSE to include both relationships education (in primary) and relationships and sex education (in secondary). Castle Newnham School has a statutory responsibility to support pupils' spiritual, moral, cultural, mental & physical development and prepare them for opportunities, responsibilities and experiences of life.

The policy links to the Teaching and Learning Policy.

## B. AIM

Our aim with RSE is to help young people to be safe, healthy and happy as they grow up and to help our pupils make the right choices, develop confidence and self-esteem in their future lives.

Aims:

1. to ensure that RSE is an identifiable part of our PSHCE education curriculum, which has planned lessons across all the Key Stages
2. to ensure RSE is taught by staff who are regularly trained in RSE and PSHCE with expert visitors invited in to enhance and supplement the programme where appropriate
3. to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. to deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. to ensure that lessons are based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. to promote safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. to give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. to give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. to include learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. to foster gender equality and lesbian, gay, bisexual, trans (LGBT+) equality and challenge all forms of discrimination in RSE lessons and in every-day school life
11. to meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities (SEND)
12. to seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## C. PRINCIPLES

The principles and values which underpin good quality RSE at Castle Newnham School should:

1. be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age of the pupils
2. be provided within a learning environment which is safe for the pupils and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
3. include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
4. provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
5. be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health.
6. be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
7. promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
8. ensure our pupils are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
9. be relevant and meet the needs of our pupils, and actively involve them as participants, advocates and evaluators in developing good quality provision.
10. be delivered by competent and confident teachers and guest speakers.

## D. PROCESSES – PRIMARY

In Primary relationships education takes place as follows:

EYFS-

PSHCE- Family and Friends

My Emotions

Identities and Diversity

Growing up

Year 1-

PSHCE- Family and Friends

Diversity and communities

Human life cycle

Growing Up

Personal Responsibilities

Parents, Carers and Families

Year 2-

Science- Animals and humans have offspring which grow into adults (National Curriculum objective)

PSHCE- My Emotions

Human life cycle

Growing Up

Personal Responsibilities

Parents, Carers and Families

Year 3 -

PSHCE- Family and Friends  
Diversity and communities  
Body Knowledge  
Name different parts of the body  
Valuing our own body  
Personal hygiene

Year 4-

PSHCE- My Emotions  
Body Knowledge  
Body functions and changes  
Body awareness and Image  
Personal hygiene

Year 5 -

PSHCE -  
Science - Changes as humans develop to old age (National Curriculum objective)  
Differences in the life cycles of mammals and other animals (National Curriculum objective)  
Life process of reproduction in some plants and animals (National Curriculum objective)  
PSHCE - Puberty and body parts  
Personal Hygiene  
Types of relationships  
Marriage

Year 6

Science - Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (National Curriculum objective)  
PSHCE - Puberty and body parts  
Personal Hygiene  
Types of relationships  
Marriage

The Children and Social Work Act 2017 means that in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from relationships education in primary
- Parents will be able to withdraw their child from primary classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

## **E. PROCESSES – SECONDARY**

For guidance we refer to the core theme of Relationships in the PHSE Association's Programme of Study for key stage 3 and 4. In RSE lessons pupils have the opportunity to learn about:

- Healthy relationships
- How to recognise and manage emotions within a range of relationships
- The concept of consent
- How to make informed choices about sexual health including contraception
- How to keep themselves and others safe, including protection for sexually transmitted infections
- How to identify and access help, advice and support.

In Science pupils are taught the following topics:

Year 7 -

- Reproduction in Humans
- Male and female sex organs
- Gametes and fertilisation
- Menstruation
- Gestation (pregnancy)
- Healthy Pregnancy
- Birth

Year 10 & 11 - GCSE Biology (AQA)

- Inheritance, variation and evolution
- Reproduction
- Variation and evolution
- The development and understanding of genetics and evolution

The Children and Social Work Act 2017 means that in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from relationships education in secondary school
- At secondary level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)

## **F. MONITORING, ASSESSMENT & EVALUATION**

In order to monitor, assess and evaluate RSE at Castle Newnham teachers will:

- a. critically reflect on their work in delivering RSE through regular PSHCE working party meetings.
- b. give pupils opportunities to review and reflect on their RSE learning during lessons and consider pupil feedback
- c. regularly use pupil voice to adapting and amending planned learning activities.
- d. keep parents/carers informed regarding RSE lessons in school.

The policy will be reviewed every two years by the Senior Leadership Team.